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ABSTRACT

This study, sixth in a series of seven, was written by one third grade and one fourth grade teacher from different open plan schools. The instructional environments of each neighborhood, school, and classroom as well as the characteristics of the teachers and their pupils are described. The types of distractions encountered by the teachers are described and a discussion is presented on coping techniques used by the teachers and their comparative effectiveness. Included in the appendices are the distraction classification system, the coping technique classification system, a sample of the teacher's daily response form, a quantitative checklist, and samples of ethnographic notes. (JD)

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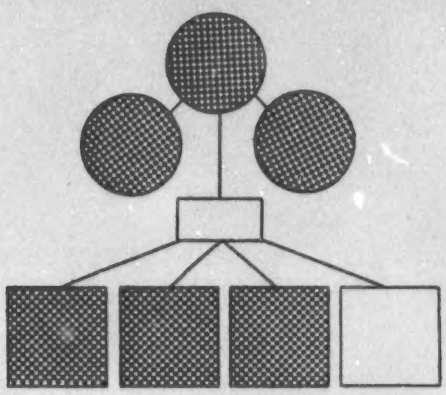

COPING WITH CLASSROOM DISTRACTIONS

Teachers D & Z Perspective

Third & Fourth Grade Classrooms
Open Environments

San Diego IR&DT Team
Grant Behnke
Janice Bennett
Cindy Chase
Jane Day
Charlotte Lazar
David Mittleholtz

Report IR&DT 79-6

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NOTE

The following case study was written by the teachers with third-fourth grade combination classes. These were Teacher D, from the original IR&DT team, and Teacher Z, who joined the team at the data collection stage.

The case study includes "Context Descriptions" of the instructional environments in which the research was conducted. Each teacher wrote her respective description related to school, classroom, and training style.

Teacher D was responsible for completing the "Discussion of Findings" and "Conclusions" sections. Since her summer commitments allowed for only a limited time to be devoted to the preparation of these sections, they are not as comprehensive as in the other case studies (those for Teachers A and W, B and X, C and Y).

TABLE OF CONTENTS

	Page
NOTE	*iii*
LIST OF FIGURES	*vi*
INTRODUCTION	1
CONTEXT INFORMATION	7
PHYSICAL ENVIRONMENT - TEACHER D	7
CHARACTERISTICS OF PARTICIPANTS	12
PHYSICAL ENVIRONMENT - TEACHER Z	18
CHARACTERISTICS OF PARTICIPANTS	22
DISCUSSION OF FINDINGS	29
DISTRACTIONS	29
COPING TECHNIQUES	32
DISTRACTION - COPING LINKAGES	34
INTERVENTION PLANS	38
TEACHER D's INSIGHTS	43
APPENDICES	
A. DISTRACTION CLASSIFICATION SYSTEM	45
B. COPING TECHNIQUE CLASSIFICATION SYSTEM	51
C. TEACHER DAILY RESPONSE FORM	59
D. QUANTITATIVE CHECKLIST	63
E. SAMPLE OF ETHNOGRAPHIC NOTES, TEACHER D	67
F. SAMPLE OF ETHNOGRAPHIC NOTES, TEACHER Z	73

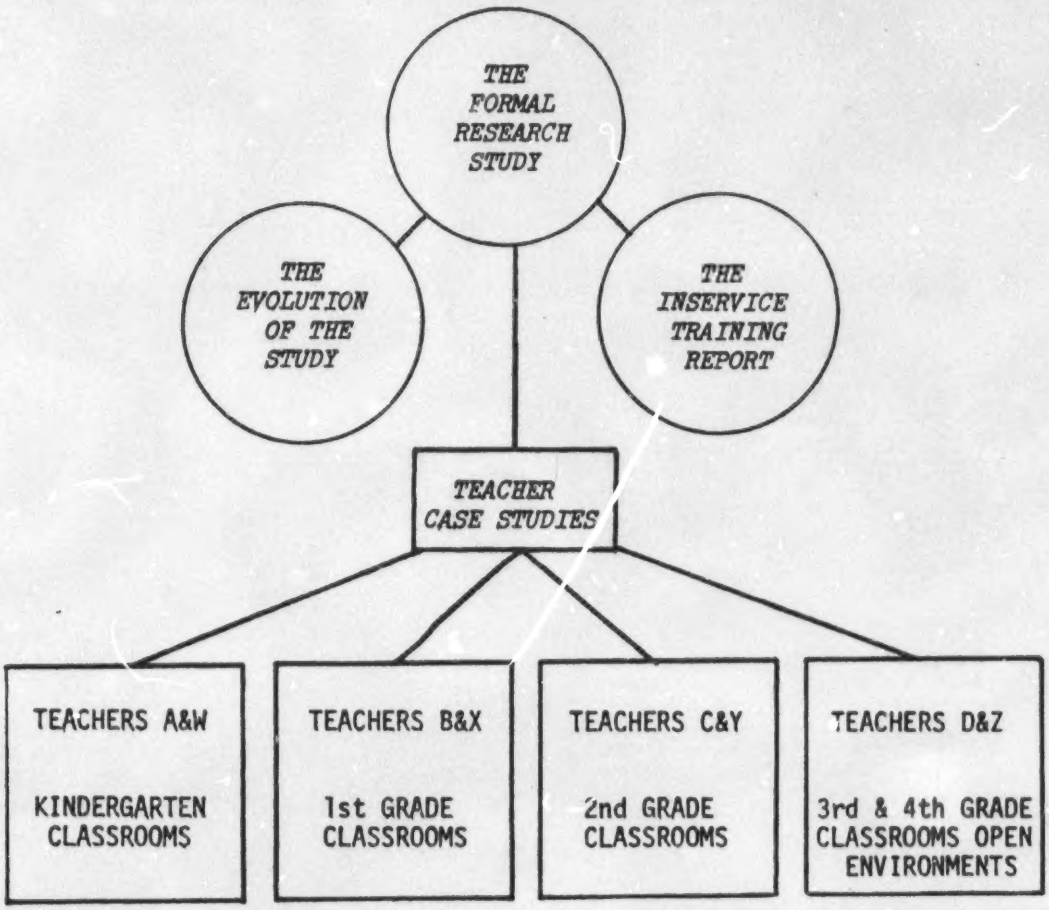
LIST OF FIGURES

Figure		Page
1.	Diagram of School E	9
2.	Diagram of Teacher D's Classroom.	11
3.	Reading Group Organization.	17
4.	Diagram of School G	20
5.	Diagram of Teacher Z's Classroom.	23

INTRODUCTION

Perspective of This Study

The case study which follows is one of a set of studies describing research conducted by the San Diego Interactive Research & Development on Teaching Team (IR & DT). The cluster of studies which presents the IR & DT team's findings regarding *Coping with Classroom Distractions* is graphically illustrated below.



The Formal Research Study provides a formal presentation of a typical research report (i.e., purpose of study, review of literature, methodology, findings, conclusions and recommendations).

The Evolution of the Study provides a chronological development of the evolution of the study from the initial identification of the problem to the write-ups of the findings (from the IR & DT team's perspective).

The Inservice Training Report details the activities undertaken in an inservice class offered by the trainer/developer and a preliminary evaluation of the impact of the class upon the participants.

The Teacher Case Studies (4) provide discussions of findings, conclusions, and insights from the perspective of the teachers who participated in the study. Detailed context descriptions of the instructional environments and teaching styles should permit readers to identify those teacher case studies which seem most relevant.

This cluster approach to presenting information should permit the reader to peruse those studies which he/she determines are most relevant. Hence, the disparate needs and interests of a variety of readers will be satisfied.

In an attempt to minimize the redundancy of describing certain procedures, most operational activities (e.g., the selection and training of the classroom observers) and methodological procedures (e.g., data collection methods) have been omitted or described briefly in this document. The reader seeking detailed descriptions of the study's methodology should review *The Formal Research Study* or *The Evolution of the Study* documents. For the reader planning to read only this case study, a brief overview of IR & DT, the general context of the study, the question identified for study, and the data collection procedures are provided below.

OVERVIEW

In the first newsletter describing* the existence of two IR & DT studies, the following description was provided:

> Interactive Research and Development on Teaching (IR & DT) is an R & D strategy that places teachers, researchers, and trainer/developers together to inquire as a team into those questions, problems, and concerns of the classroom teacher. Decisions are made collaboratively regarding research issues and strategies and the concurrent development of training that grows from research. Each member of an IR & DT team has parity and shares equal responsibility for decisions made by the team, from identification of the question/problem to the completion of all resultant R & D activities.

The members of the IR & DT team conducting this study were all employees of the San Diego Unified School District. The original team was comprised of four elementary school teachers, a researcher, and a trainer/developer. Three of the teachers were colleagues at a relatively small K-6 school with a faculty of 15. They taught in Grades K, 1, and 2. The school's student population was approximately 400; 75 percent Black, 20 percent Hispanic, 3 percent Asian, and 2 percent White. Thirty-two of these children were involved in the English as a Second Language Program (ESL), and over 85 percent of the school's children were eligible for a federally funded free lunch program. The fourth teacher, who team-taught a third-fourth grade class of 60 students, was on the staff of a very large K-6 school (40 teachers) located in a suburban middle-class area. The student population was over 1,300; 77 percent White, 11 percent Hispanic, 9 percent Asian, and 3 percent Black.

The researcher was recruited from the evaluation services office

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*_Interactive Research & Development on Teaching_, Far West Laboratory, San Francisco, Volume 1, Number 1, October 1977.

of the school district and he had previously been involved in conducting evaluations of various state and federally funded programs. The trainer/developer previously was attached to the district's staff development office as a resource teacher providing inservice education to teachers. The six members of the IR & DT team were recruited by Far West Laboratory personnel during the spring semester preceding the study.

Prior to data collection (in February 1978), an additional set of four teachers was recruited to expand the data base. These teachers were selected so that their environmental characteristics (e.g., grade levels, school and student demographics) were similar to the original four IR & DT teachers.

The question identified by the San Diego IR&DT team was: *"What are the events which disrupt classroom instruction, and what are the most effective techniques teachers use to cope with these distractions?"* A distraction was defined as an event or stimulus which interrupts the teacher's actions or the intended flow of instruction.

Eight observers were employed and trained to assist in the data collection phase of the study. Two were assigned to observe the classrooms of each participating teacher on nine different occasions. One observer used a checklist to classify the specific distractions and corresponding coping techniques used by the teacher. This observer also rated the effect of the techniques on the distractions (Quantitative Observer). The other observer took detailed notes on all that occurred during each observation period (Ethnographic Observer). Each classroom teacher responded to a set of questions following each of the nine occasions she was observed (Teacher Daily Log).

The eight primary grade classrooms were observed on nine occasions each, spread over six weeks of instruction. The observations were during the reading period (or reading readiness for kindergarten) and typically were slightly less than one hour in duration.

Two quantitative classification schemes were developed by the IR & DT team--one explicating anticipated distraction categories, and the other classifying coping techniques. Besides classifying the distractions and the corresponding coping techniques which were exercised, the quantitative observer rated the effectiveness of the relationship of each particular coping technique in response to a specific distraction (distraction-coping linkage). Effectiveness of the distraction-coping linkages was rated with respect to: (1) the instructional time loss due to the distraction, (2) the degree of disjointedness of the instructional activity (interruption of instructional flow), and (3) the degree to which the distraction persisted after a coping technique had been utilized.

Each of the eight classroom teachers participated in two data-reviewing sessions between the sixth and seventh observations. These sessions were intended to provide feedback on the preliminary data which had been collected during the first six observations. The participants of the study identified specific techniques which appeared to be functional, and the teachers developed plans to modify their coping styles ("Intervention Plans").

The pages which follow describe the study from the teachers' perspective. As mentioned earlier, more detailed information regarding the research methodology may be found in other documents Passages typed in *italics* are verbatim comments taken from ethnographic observational notes.

PHYSICAL ENVIRONMENT - TEACHER D

The Community

School E serves a relatively new neighborhood in the northern area of San Diego. The homes are 25 miles from the central part of the city. Mira Mar Naval Air Station is in close proximity to the school. In the immediate area of the school the generally well kept homes belong to middle-income families. The school is bound on the south by a small neighborhood park with the remaining boundaries formed by single family residences. The school is located on a two-lane street, with a posted speed limit of 25 mph. Traffic is relatively light and mainly residential.

The School

School E is one of the larger elementary schools in the San Diego School District with an enrollment of over 1300 students. The school is on the traditional nine month school year with no double sessions. The main part of the physical plant was opened in September of 1976 and consists of six large pod structures, four of which house a total of 24 teaching stations. The newly constructed pods are partially windowless and are air conditioned. They each contain teacher work stations, and small isolated work areas for the students. One pod contains office space. Another pod is a multi-use room, which contains the school media center, auditorium, cafeteria and teachers' lounge. The sixth pod is the administrative wing. Two long rows of bungalow structures are located on the far north side of the school site. They house 17 regular classes as well as the two Learning Assistant classes. The parent volunteer lounge and the mini-school (a child care room for the young children whose parents work as volunteers) also are in the bungalows.

There are two large asphalt playgrounds, each with a Swedish gym as well as a large grass field area for field sports (see Figure 1).

School E is attractive, well landscaped and cared for. The front of the school is set off by a large mural of a Viking Long Boat and well tended planters of lush vegetation. The inner court yard of the main site is accented with trees, flowers and areas of lawn.

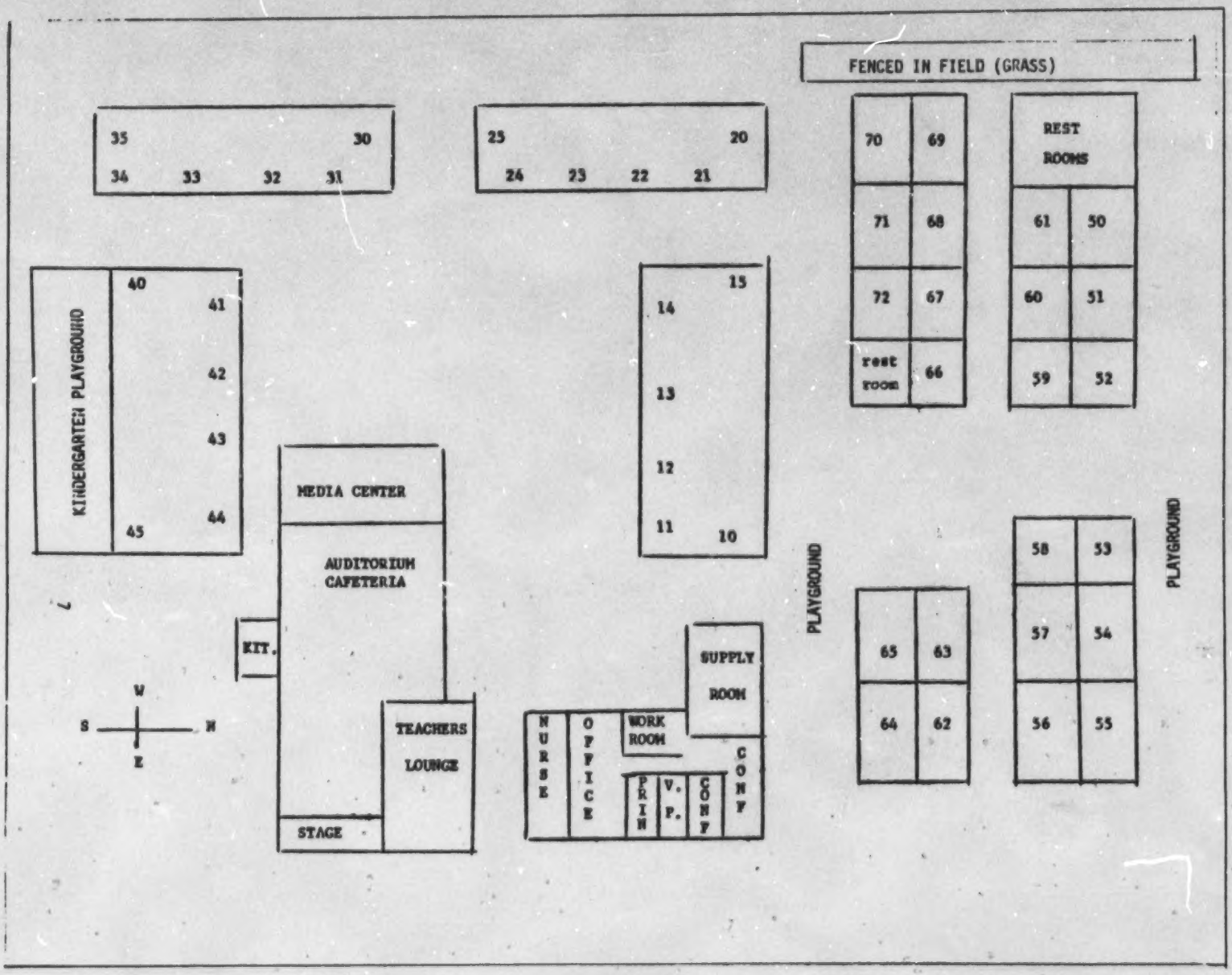
The student population of School E consists of over 1300 students with 77 percent of those students being white, 10.7 percent Hispanic, 9.3 percent Asian and 3 percent Black. School E is considered to be racially balanced according to the 1977-78 Pupil Ethnic Census. Most of the students at School E are from families with a middle income. Most of the families are buying their own homes. Frequently both parents are employed and are in semi-professional or professional occupations. Many of the families at School E are in some way connected to government employment, particularly the Navy. As a result of the high occupational rate with the Navy, fathers can be at sea for many months which can add stress to the family situation.

The faculty at School E consists of 41 teachers. The racial make-up of the faculty is 10 percent minority and 90 percent majority. The school is very large. In order to accommodate the students at recess and lunch, it is necessary to have two recesses and three lunch periods. The result of this type of schedule is that the staff is infrequently altogether at one time. In spite of this arrangement, the staff is a surprising cohesive group.

School E has participated in the Early Childhood Education Program (ECE) for the last two years. ECE is a statewide program for primary grades the objective of which is to involve the community in the school program by encouraging members of the community to assist with the planning of the school

FIGURE 1

DIAGRAM OF SCHOOL E



program and become involved in the instructional program in the classroom. School E has its own ECE coordinator to work with the teachers and coordinate staff development. Through ECE there are aides at the school working in the classrooms with teachers and staffing the media center, mini-school and motor lab (a center designed to develop deficient motor skills in primary students).

Through the parent involvement that is part of ECE, the teacher/pupil ratio is lowered for some instructional activities. Part time aides are also available to work with children in small groups. The aides and parent volunteers also are utilized to achieve another ECE objective which is to offer an instructional program designed to meet the individual needs of students.

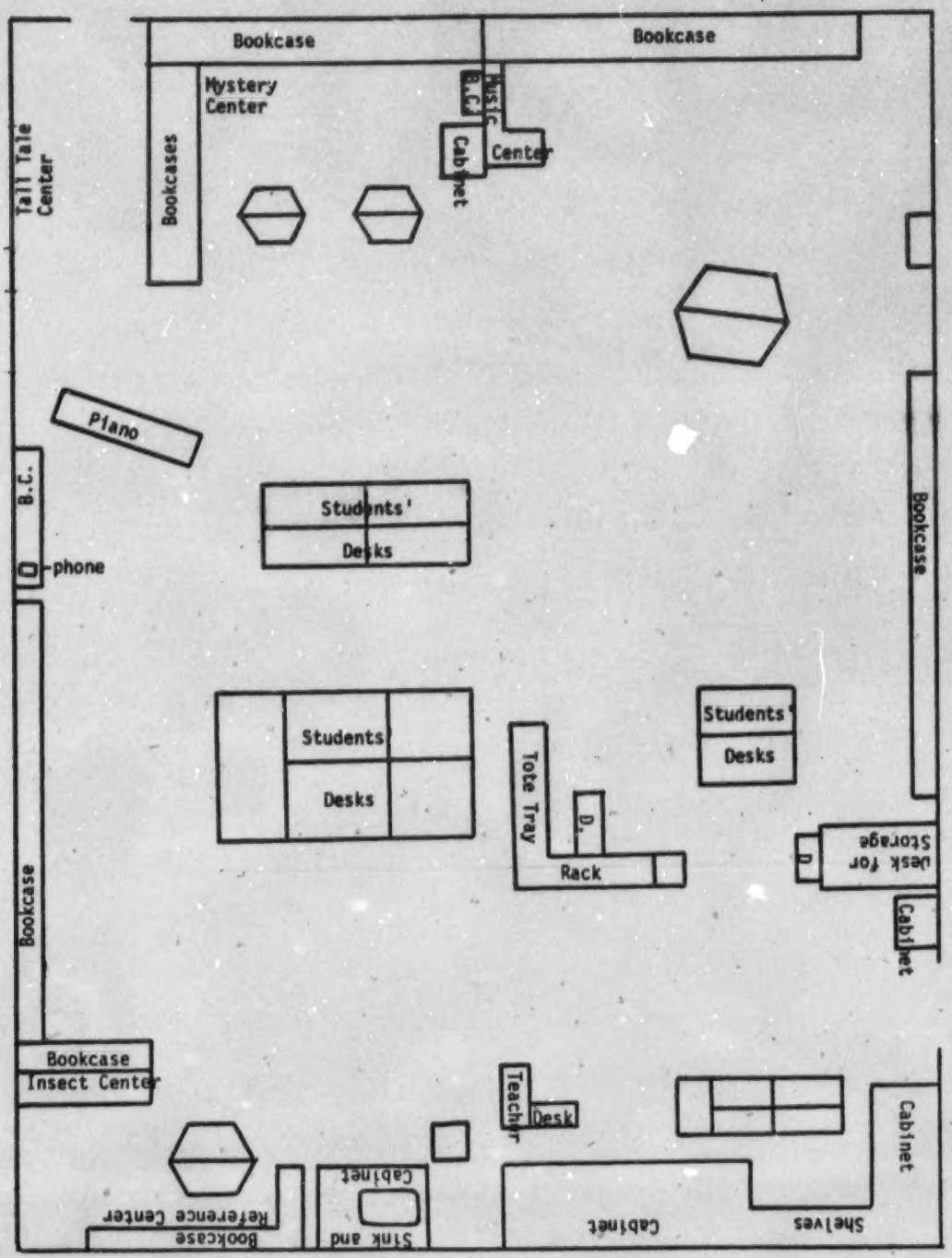
Other special state-funded projects at School E are the Learning Assistant Classes (LAC) and the Gifted Program. LAC provides small classes for students experiencing learning problems in the regular classroom. The Gifted Program includes students with IQs of 131 or higher as measured on a standardized IQ test. The School E program serves students from five other area schools as well as School E students.

Teacher D's Classroom

Teacher D's classroom is a double-size classroom, carpeted, air conditioned, and windowless. There are two doors to the outside which are situated on opposite sides of the room (see Figure 2). A door on a side wall leads to a set of adjacent classrooms. The bulletin boards in the classroom serve as interest centers for the students with activities available for the students. The bookcases are filled with books and manipulative materials. A vast array of audio-visual equipment is available. The equipment is heavily used by the students.

FIGURE 2

DIAGRAM OF TEACHER D'S CLASSROOM



The desks are informally arranged in clusters. The students generally are not assigned a specific desk but are permitted to sit where they wish. The students keep their materials in totes which are stored in moveable racks kept in the center of the room.

CHARACTERISTICS OF PARTICIPANTS

The Students

Forty-five of the sixty students in Teacher D's classroom have been identified as gifted. The remainder of the class is comprised of high achievers or highly self-motivated students. The identified gifted students are not only School E students but also include students from neighboring schools. Transportation for the students who live outside the School E area must be provided by their parents. The students brought to School E remain in the gifted program through the sixth grade.

As a whole, the students in Teacher E's class are avid readers and enjoy pursuing their wide ranges of interest through reading. The students are verbal and interact frequently with one another and with the many visitors to the classroom.

The class ethnicity is primarily white. There are several students of Asian heritage.

The class is stable with very few students transferring in or out of the class.

Teacher D

Teacher D has been teaching for 14 years and has worked with the gifted program for the last three years. Her teaching experience has included assignments in Illinois and Indiana and several schools in the San Diego City Schools. She has taught grades two to five.

Teacher D received her B.S. in Education from Eastern Illinois University and her M.A. in Administration at Point Loma College.

Teacher D is in her thirties and always neatly dressed. Her hair is dark brown and cut short. She is attractive and gives the impression of self assurance and good will. She has a pleasing voice with a tone of authority. During three of the observations, Teacher D was on crutches due to a skiing accident.

Teacher D had a large, open classroom, where, as noted above, children were not given definite, assigned seats. Typically, the children worked individually on a variety of different projects while Teacher D moved about the room helping and answering questions. During this interaction, Teacher D often laughed with the children and related their experiences to her own. The following excerpt from the ethnographic observer's notes illustrate this style.

> *...she (Teacher D) calls up G and comments on his sleepiness, and tells him of her sleepless night. She comments on his log and yawns.*
>
> *Another child looks up and says, "My dad gets up at 4:00 every day."*
>
> *The teacher joins with three boys chatting about their sleeping habits.*

Teacher D frequently developed thoughtful lessons from matters that arose in the children's work. For example, one might see K lying on her tummy on the rug in front of the teacher, talking to her about an art project. In another instance:

> *A Girl Scout walks over to the teacher and shows her a poster that she has made. Then a boy comes up, "Have you seen this movie," and shows her a book about John F. Kennedy, and they talk about it.*

Teacher D gave the impression of strength and control as she interacted with the students. When she disciplined the group for too much noise, she raised her voice to a stern level, frowned, stared at certain students, and folded her arms in front of her. The children respected her authority and seemed to have plenty of work to keep them interested. Few students presented discipline problems.

At times of most frequent distractions when students were not attending to task, or when there was too much wandering about and seeming laxness, Teacher D often called the entire group of 59 students to the rug (by ringing a loud bell) and discussed the problem. Otherwise she maintained the quiet working level by monitoring the group with glances, calling out names and reminders, ringing her bell, and consistently giving a clear picture of the kind of behavior she wanted and clear directions for what was to follow. For example:

> *Everyone in the Lab area, put up your materials and take your seats. That's it.*
>
> *I expect you to be on task. Then she (Teacher D) says if she has to remind them, she will make their decisions for them and she will tell them what to do.*
>
> *Teacher D turns and looks at a girl sitting on a piano bench...and says, "A , no way. The piano is not your desk and that is not your chair."*

At times Teacher D gave the children the opportunity of assessing their own behavior.

> *..."If I asked you to evaluate your work habits this morning, how would you do it? How many were working at their fullest capacity?" Some hands are raised. "Was the noise level higher than usual?" Children agree. Then she comments that other people see what she has seen today. Then she says that the class is off to a bad start and they need to stop and regroup and try again.*

In describing a situation in which one student was being a distraction to others, Teacher D gave an example of how she effectively helped the students get on task by providing options.

> *I usually say to P , you can either do this or you can do that, either one, in this case I might have said, "P , you are not handling the classroom situation very well. I would really like for you to stay here but if you really can't handle it then you have a choice to go to the listening center."*

Whenever possible, Teacher D allowed students to solve their own problems.

> *During the transition C is allowed to tell his elaborate story of how he came to take B 's pencil. The teacher asks him to explain it carefully to B because B is mad.*

Despite her firmness, Teacher D was very much at ease with the students, as they were with her. The classroom atmosphere reflected her flexibility and rapport with the children. In one instance after a particularly lively class discussion, she told them how impressed she was with their brainstorming.

> *The teacher tells the group that they are late for reading and they will have to start, but comments that they were doing so well that she didn't want to stop the discussion.*

Students seemed confident that she would support them when they had a problem.

> *Then a girl walks over to the teacher and she says, "How come the boys get all the balls?" The teacher synpathizes and says, "I see what you mean," and makes a suggestion to solve the problem. Teacher D again rings the bell, this time for qiet and calls out B 's name. Reminds the boys that they should include the girls in their activity if they are going to take all the balls.*

Teacher D was able to handle many incidents by a simple chat, often preventing major disturbances.

> *A boy comes over to her reporting that B stepped on his poster. Teacher D looks over at B and says, "B , I think I need to see you." She tells him that when he is walking around the room when there are posters on the floor*

he should try to walk around them. She asks him what he should be doing (in a low voice), gives him a serious look without disturbing the class, and tells him to get his materials out. He puts his arm up over his head, listens to her and returns to work.

Teacher D gave the children full responsibility for their actions and spoke with them as if to an equal. She expected the children to be mature both in their conversation and in finding solutions. "Are you satisfied with your answer?" was a typical question asked of students. The children shared the coping responsibility for their behaviors. Teacher D ignored some negative behavior and used positive reinforcement techniques, especially with students who had problems. For example, with P , a child who frequently interrupted others, she was quick to praise him when he was on task.

P is still wandering. He goes over to the tables, hides behind them and throws a wad of paper over them. There is no response from anyone. He then walks over to the waste basket, stands some distance from it and begins throwing at it. He looks over to the teacher and then retrieves the papers that have missed the basket. Teacher D smiles at him and says, "Thank you, P ."

Because this was an open classroom, with students doing individualized tasks and working in small groups, procedures were complex, but routine. Teacher D coped with this complexity by making sure people knew what they were to do. There were detailed instructions in notebooks, on charts and available at the interest centers.

At reading time, the children either met with Teacher D, left for the library, went to a lab area for language games and silent reading, or worked at tables on reading-related tasks. When reading time started, Teacher D reviewed briefly which group was to do what. Directions also were posted on a chart (see Figure 3). This chart, large and visible, enabled the students to know precisely what they were to be doing on any given day during their

FIGURE 3

Reading Group Organization

Group	Mon.	Tues.	Wed.	Thurs.	Fri.
1	IA	PIR	IA	LAB	IA
2	NOVEL	NOVEL	PIR	NOVEL	LAB
3	PIR	BD	LAB	BD	BD
4	RF	LAB	RF	PIR	RF
5	LAB	PRC	PRC	PRC	PIR

IA = Interaction Kit
NOVEL = Selected novel from library sets
BD = Basic reading text
RF = Reaching Forward
PRC = Personalized Reading Center
PIR = Personal Interest Reading
LAB = Manipulative Material
also library time

reading period. Since the students' reading tasks were not necessarily the same from day to day, the chart made it easier for the students to know where they were to be. It also allowed Teacher D to make a quick check if she found a student wandering or off task.

During reading the noise level generally was low. At the reading circle Teacher D sat on the rug with the children who sat in relaxed postures and read silently. She listened to them read in turn, looked at their notebooks and conducted individual book discussions which occasionally expanded to the entire group. This type of interchange was central to Teacher D's teaching style. For example, one time she raised questions about prejudice with a girl and several others joined in for a lively discussion.

> *A girl comes up with questions about her book. She and Teacher D talk about prejudice. Another boy walks over. He has overheard what they are talking about and he tells about prejudice which he has experienced in his Jewish family. The three of them have a discussion on prejudice.*

PHYSICAL ENVIROHMENT - TEACHER Z

The Community

School G (kindergarten through sixth grade) is culturally located in the city of San Diego. The immediate area surrounding the school site is a mixture of moderately-priced and expensive homes. It is within walking distance of many historic sights of early California. The central offices of the school district are about three miles from the school. Adjacent to the site is a public park. A canyon and apartment house are the other two boundaries.

The School

The main building of School G is only four years old. The old school was torn down because of the earthquake requirements. The new building is a

loft building consisting of three levels. The bottom level contains two three-teacher lofts. The middle level is where the offices, media center, cafeteria, and custodial supplies are located. The upper level also has two three-teacher lofts. Due to loss in enrollment, three of the four teacher lofts contained in the upper and lower levels have been modified to serve as two, rather than three teacher, areas. This space allocation is more realistic and workable than the three teacher arrangement.

East of the main building are four bungalows (see Figure 4). The kindergarten building and recreation center, which are part of the original building, are located south of the playground. All the school's facilities are new and in good condition.

At the beginning of the 1977-78 school year 403 children were enrolled in School G. The ethnic makeup was: 14 Hispanic (3.5 percent), 375 White (93.1 percent), 5 Black (1.2 percent), and 9 Asian (2.2 percent).

The enrollment was fairly stable during the academic year. New enrollment averaged about two per classroom with only about 20 children transferring out of the school.

Of the total student population, approximately 30 children were eligible for full- or reduced-price lunch, indicating a fairly high family income level in the area.

The Gifted Program was the only special program at School G. This consisted of 59 children involved in a pull-out program. A full-time aide helped with this program. The aide worked only with the teachers teaching the gifted children at prescheduled dates for prescheduled activities.

Counseling services were available two days a week. These services were provided by a district-hired person and a student trainee.

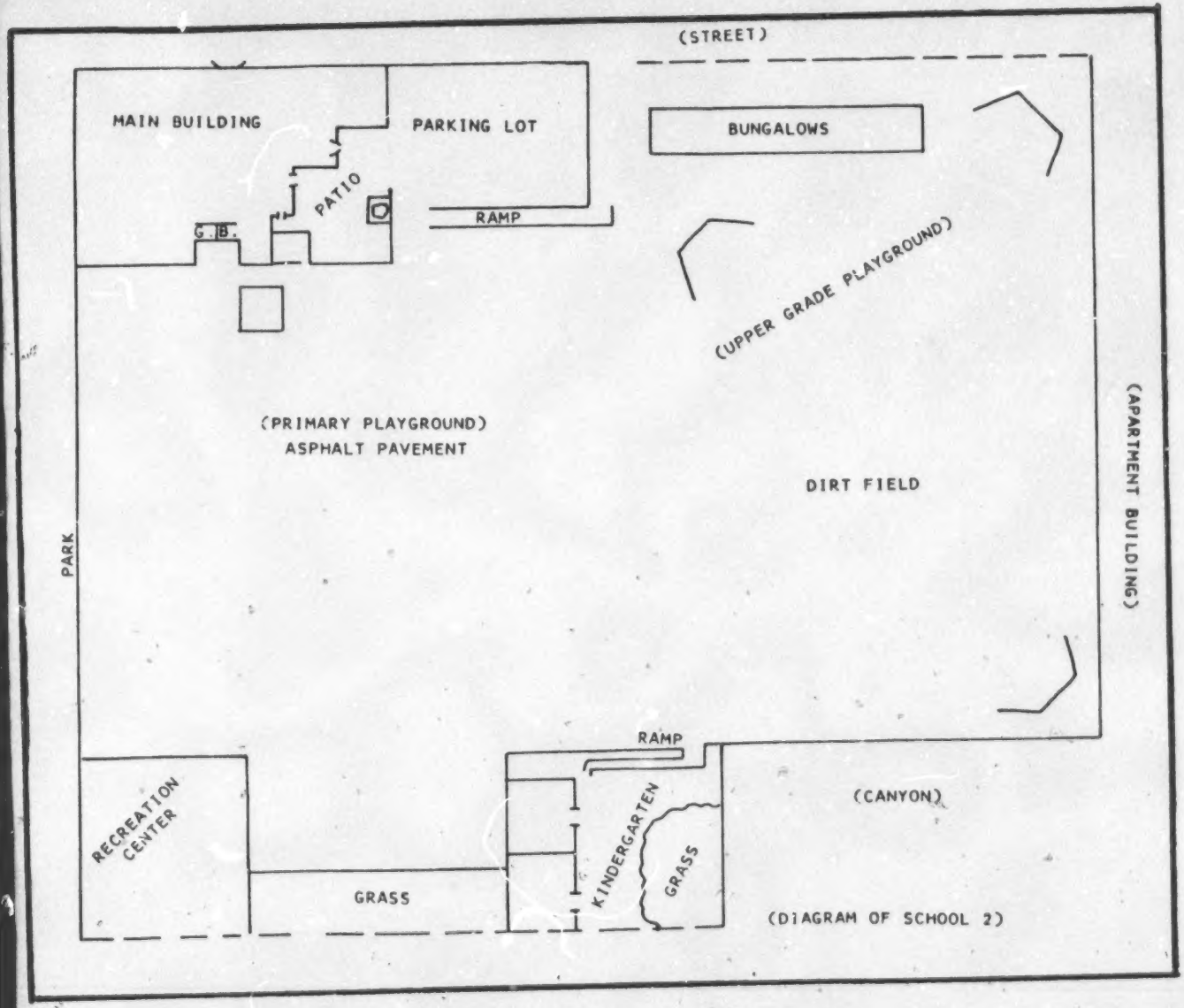


FIGURE 4

DIAGRAM OF SCHOOL G

A nurse was on site one day a week and on call the other four days.

Twice yearly a re-reading teacher was on site for two six-week blocks of time. This teacher worked with children in grades 1-3 who were at least one year below grade level in reading. The children were pulled from their regular classroom for extra help in reading.

The media center, operated by two full time aides, was open from 8:00 a.m. until 4:00 p.m. Children used it before school, at recess, and after school. This was a multi-media center where children could check out books, do research, view sound strips and filmstrips, and work with manipulative materials.

A parent volunteer program was maintained by a parent coordinator. Most teachers in School G had parents working with their classes at least one hour daily.

This was the principal's first year at School G. She came from a school of self-contained classrooms, and spent most of the year getting acquainted with staff, parents and the organization of the school. In addition to the principal, the School G staff included 13 teachers, one full-time secretary, a half-time clerk, one full-time custodian, two night custodians, and two media center aides. The ethnic makeup of the teachers was one Black and 12 white. Ten teachers had been at School G for a minimum of 15 years, one having been there 26 years. The remaining three had less than nine years seniority.

While the lofts (see discussion of the school, above) were designed to accommodate team teaching arrangements, teachers in only one loft chose to team teach. The others maintained a self-contained approach to instruction. A good rapport among teachers was evident.

Teacher Z's Classroom

Teacher Z shared a little less than one-third of a loft with two other teachers. This "classroom" area consisted of five table groups, a teacher's desk, four bookcases and two tote tray holders (see Figure 5). A large room to the side was used for alternative study, whole class discussions or small group lessons. This room could be converted into two or three smaller rooms by folding screens. Each child had an assigned seat at the tables and used a tote to hold materials. Two students had individual desks of their own. Because of the lack of space, there was little room for interest areas. During the study two centers were available for pupil use.

In Teacher Z's area, there were three small chalk boards on which to write assignments, etc., and one small bulletin board to hang pupil work. Across the top of the chalk board were small narrow bulletin boards used mainly to display children's art work or searsonal art. Near Teacher Z's area was a small window. The entire school was air-conditioned. Therefore this small window was for appearances only. Adjacent to Teacher Z's area was a sink which was used by all three classes. In this area was a door leading to the playground. This door was used by all three classes to reach the playground for recess and lunch.

Separating the two lofts was a teacher workroom. In this room were located teacher's work desks, ditto machines, paper cutter, sink, phone and storage cupboards. Between the two lofts were the boys' and girls' bathrooms, plus two bathrooms for faculty use.

CHARACTERISTICS OF PARTICIPANTS

The Students

In February Teacher Z's class consisted of 27 children, 11 boys and 16 girls. During the study one child transferred in from another district.

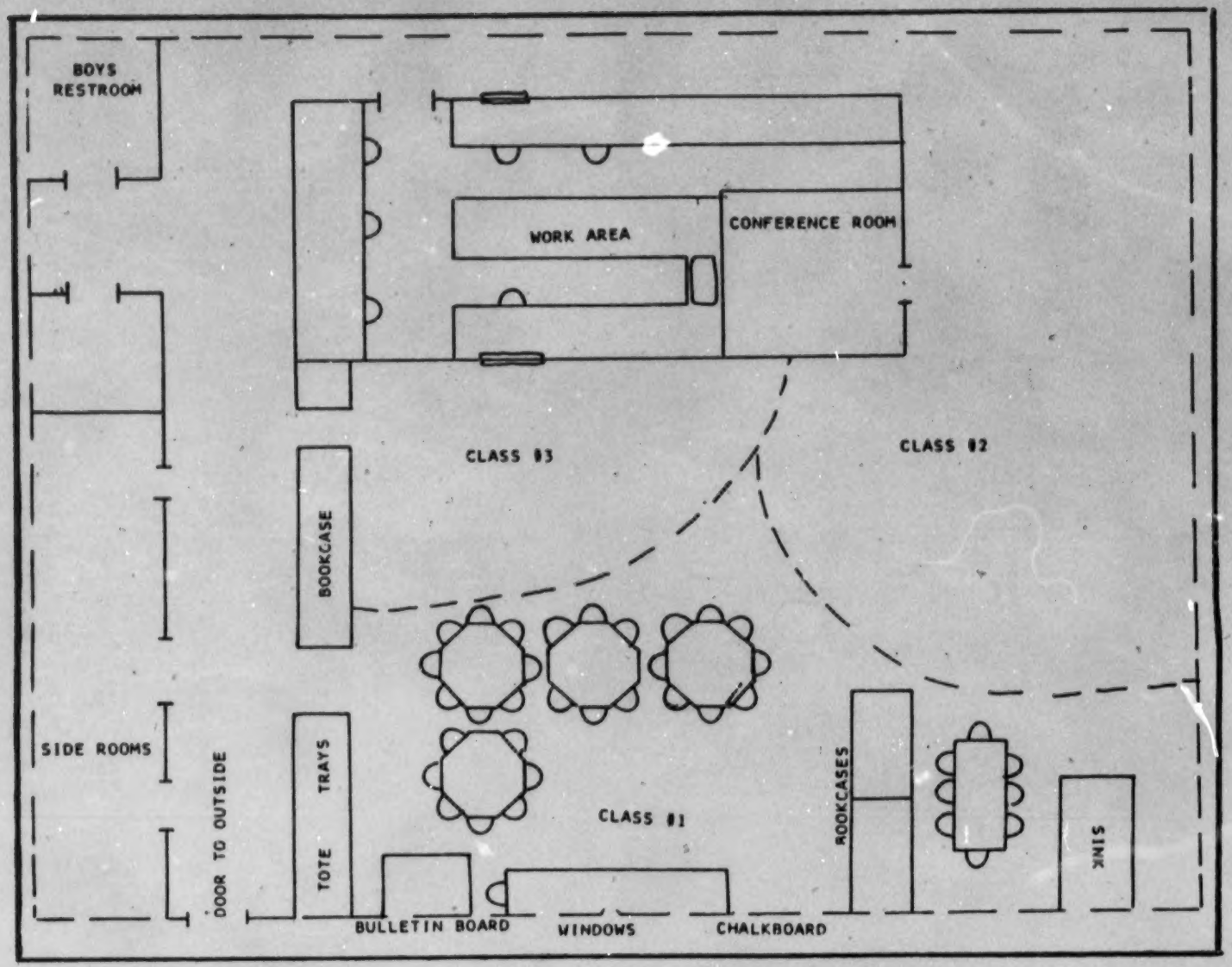


FIGURE 5

DIAGRAM OF TEACHER Z'S CLASSROOM

Of these 28 children, 12 were identified as gifted; the rest, with the exception of maybe two, were high achievers. The ethnic composition was one Black child, two Asian children and the rest white.

The children in this class had very good rapport with each other, were affectionate, loving and displayed a genuine caring about others. They were very verbal and needed much attention and reassurance. There was a low absence rate.

Many were talented in art and athletics, participating in out-of-school sports.

Three of the children were very active and needed much encouragement to complete an assignment. The class, as a whole, made a great effort to complete basic assignments, but lacked the self-discipline to do extra projects on an individual basis.

At the beginning of the school year, an informal reading test and district purchased test were given by the teacher to determine the reading level of each child.

While this study was in progress, one student was attending a rereading program in the afternoon each day for six weeks.

The remainder of the class was at grade level or above. Eleven children were at grade level (two of these were identified gifted) and 16 were reading above grade level (10 were identified gifted).

Parents

Parents at School G were, for the most part, well educated and professional. They were concerned about their children's progress, and involved themselves in school activities whenever volunteers were needed. Their children were given many extra-curricular opportunities.

Teacher Z

Teacher Z had been teaching at School G for two years. Previously, she taught in a self-contained classroom for 12 years. She was graduated from San Diego State University in June 1964 with a B.A. degree in Education. Before coming to School G, she taught in three different schools in the district.

Teacher Z, who was in her mid-thirties, was tall, slim, and attractive. She had short, dark hair and was always neatly dressed in pretty, colorful clothes. She expressed friendliness with expressions and cheerful comments. The observer noted:

> *There are some friendly comments to the children and the children chat with her in a friendly way...During the transition the teacher chats amicably with the children.*

Although she worked independently, she seemed to have a good rapport with her co-workers.

Teacher Z ran her classroom in a highly organized manner. Although she had a friendly approach to the children, often chatting and joking, she was the authority for behavior standards. She ran her class with gentle authority, efficiently and with warmth. She exhibited a sense of humor when dealing with the children, as noted in the ethnographer's description:

> *The teacher is circulating among the students, making jokes...*
>
> *Although she is firm with her class, she consistently uses positive reinforcement with her students.*
>
> *The teacher is talking in a sweet voice correcting errors and complimenting children with correct answers... She looks over at L and says, "L , I like the way you are working today."*

Teacher Z often winked at a child or touched a child, giving compliments when deserved. For example:

> *(The teacher) comments on a girl's pretty name, takes her hand and calls her "honey"...A girl walks over to the*

teacher and tells her about someone who fell off a motorcycle. The teacher says, "I'm sorry to hear about that," pats the girl's hair and the girl sits quickly in her seat.

The atmosphere Teacher Z created was one of good will. She strived for fairness as was evident at the reading circle where she saw to it that all children had a turn to read:

At the circle the teacher calls on people to read--going through her 3 x 5 cards and making brief notes. She tells B she is calling on people by cards so that everyone will have a turn.

Teacher Z ran her class with a definite routine in which the children knew specifically when and where they were supposed to be and what they were to do. This structure helped keep distractions to a minimum. She often monitored with her eyes and if any potential disruption began--such as a conversation or wandering about, she responded early with a hand gesture, or by calling the name of the person involved.

The teacher scans the room...K and L are talking. The teacher looks over and says, "C , is your work completed?" C returns to her seat. Then the teacher speaks to L and K ....She scans the room with her eyes, still attending to the reading group.

When Teacher Z gave directions, she was brief and clear, asking for pencils down and eyes on her.

Student Teacher

During the time this study was being conducted, a student teacher was assigned to work with Teacher Z. This student teacher was enrolled in the student teaching program at San Diego State University. She was on-site from February to May. During the first part of the semester, she was at School G for half days, and during the second half for full days. Her assignment with

Teacher Z was to observe the work with small groups. During this study she was in charge of instruction of one of the three reading groups. She also helped with discipline and with children needing clarification of an assignment.

Reading Program

Teacher Z's class was divided into three groups for reading according to reading abilities. Because of the number of above grade level readers, one group was larger than the other two.

At the beginning of the reading period, children went over their assignment, which was written on the chalk board, to make sure all knew what was expected of them. Workbooks were used by all three groups at the beginning of the study. One group at the end of the study was reading in a supplementary reader with worksheets reinforcing concepts to be covered.

Once all the children knew their assignment and had materials ready for reading, the formal reading period started.

At the beginning of the study, Teacher Z worked with all three groups. The student teacher, after observing for a few weeks, was given the responsibility of the lower reading group.

The lower group would meet with the teacher first while the other two groups worked at their seats.

At the reading circle the story read from the previous day was discussed and comprehension questions asked. Parts of the story were read orally, often a favorite page or paragraph. Students' work in the workbooks was checked. Chart work relating to concepts to be covered in workbook assignments for the day was completed. The new story for that day was introduced

and any needed clarification of workbook assignment was provided. After the children were dismissed to return to their seats, the other two groups would have turns at the circle, following the same routine.

DISCUSSION OF FINDINGS

DISTRACTIONS

The two open classrooms differed greatly in both the physical classroom set-up and in the instructional style of the teachers. Teacher Z, whose class was one of three classes sharing one large open space area, used a traditional-formal reading approach. Teacher D, whose students were located in one large classroom with two teachers, had a relaxed, individualized reading program. The kinds of distractions observed in the two open classrooms were very different. The following description points out these differences and submits some reasons for them.

Teacher D's distractions were largely caused by out-of-school and school generated factors beyond the teacher's control: the sound of door-slamming (Distraction #21), the intrusion of many visitors (Distractions #31 and #41), telephone calls (Distraction #21), and questions and involvement from other adults (Distractions #23 and #42). Of her distractions, 12.4 percent (4 minutes per reading period) were specifically related to school generated interruptions making a total of 22.7 percent not caused by the children. Out-of-school generated interruptions caused 10 percent of her distractions, as shown in the following example:

> *The teacher has just arrived on her crutches and is standing and talking with a visiting mother and father ...The teacher walks slowly on her crutches to the center of the room to her desk, giving the parents some papers. The teacher continues chatting. There is much moving around. After 8 minutes of conversation, the teacher tells the parents she will have to begin working with the children.*

In Teacher Z's class, only 9.4 percent of her distractions were school and out-of-school generated. Teacher Z's major distractions seemed to be

caused by children needing more work. Each day the children appeared to be ready to work, but they would finish quickly and distractions would occur more frequently as the time progressed. For example, the children might be out of their seats, wandering and talking (Distraction #16) or not concentrating (Distraction #15). The following transcription from the ethnographer's observation recalls a set of student generated distractions which occurred 17 minutes into a 28 minute reading circle group. It is significant that distractions of the type included in the transcript accounted for 43.2 percent of Teacher Z's total distractions. (Note: The second most pronounced distraction for Teacher Z was Distraction #14, the noise generated by the other two groups of children sharing the open space area).

L and a friend are at the teacher's desk talking in low tones. The teacher looks over at them and says nothing. L raises her voice to her friend who shushes her...A strolls over to T . The teacher says, "A have you finished?" She then asks him what he intends to do, and tells him not to bother T .. T insists that he has finished his work and he goes back to his seat, and T sits with his feet up on another chair, adding to the general feeling of lethargy today. The teacher seems to be hurrying the first group today. She looks over at L and says, "L , I like the way you are working today." L doesn't hear it so she repeats it in a louder voice. L raises her head and glances at her. She doesn't seem particularly pleased and turns back to her work. L gets up and goes back to the teacher's desk talking with her friend. A looks over from his seat at the work the children are doing in the reading circle and tries to join in on the work at the chart. The teacher says, "A " and he turns back to his work. Teacher Z looks up at E and says, "E are you working?" He seems to be trying to break a pencil. Noise level is up in the loft because the other two classes are in transition. E is still out of his seat and he goes to the cupboard. He looks over at the reading group and grins at their joke. K joins him at the cupboard. They go back to their seats and K stops, chatting for a moment with M , the other observer. B joins T at his table and he and A put their heads together. S walks over and joins them. There is

very low talking. Back in the reading group D is saying that he wants to retire from school, after he has been complaining about long assignments.

Both classes had one type of distraction in common: interruptions from students (Distraction #11). This distraction accounted for approximately 30 percent of the total distractions for both teachers. Although the total percentage of student interruptions was quite similar for both teachers, the reasons for the interruptions varied; i.e., asking questions, asking permission, and visiting with the teacher.

Teacher Z was not interrupted by children for informal chats, perhaps because her reading time was kept strictly to a reading lesson. In six observation periods chosen at random, however, children interrupted Teacher Z to ask questions 11 percent more often then they interrupted Teacher D (Teacher Z - 37 percent, Teacher D - 26 percent). One possible explanation for this may be that because of Teacher Z's formal reading organization, questions were a way of gaining her attention, especially during transition periods as seen in the following example:

A asks her where she got her small chair, and the teacher answers, "I beat up a first grader," and they laugh.

Student interruptions in Teacher D's informal reading period were predominately caused by students sharing projects and asking permission due to the many options offered them: i.e., to use equipment, go to the library, or choose from among a wide variety of reading activities. Nine percent of Teacher D's interruptions from students constituted informal visits with them. The following example illustrates the most common types of student interruptions in Teacher D's class:

The class is in transition. Group is busy. Two boys bring up their creations in tinkertoys followed by

four children who come up talking about the storm and asking for library passes...More children come up for passes...There are now eleven children clustered around the teacher talking and waiting for passes.

COPING TECHNIQUES

The ways Teachers Z and D coped with various distractions can be analyzed by comparing their teaching styles and from evidence in quantitative data and the ethnographic notes. The two teachers may have differed in coping techniques because they differed radically in their expectations of how a reading period should be operated. They were similar only in that both had established rules and expectations at the beginning of the school year.

In Teacher Z's class, coping techniques were used to keep children quiet and busy. Sixty-three percent of the time Teacher Z used direct verbal commands or instructions (Coping Technique #11) to handle any deviation. She would call out names, ask "Are you finished?" or give brief answers. This technique allowed Teacher Z to spend much of her time conducting the circle lesson while the other children worked quietly and busily at their tables and in their seats:

The teacher looks over at a desk, "Are you finished. I heard you talking." He gets right back to work. A and B are at the dictionary talking and the teacher asks, "A is your work done?" A says, "Yes." The teacher goes back to her task...

Teacher D's reading period was extremely flexible in content. Each child worked individually (or informally on the rug briefly reading aloud or discussing his book). Teacher D often used interruptions by the children as an opportunity for an impromptu learning discussion. These discussions varied in length and sometimes involved several children. For example, several children showed dentist office experience when one of the students

came back from the dentist:

> *B comes in late. The teacher looks up and says, "Welcome." He brings a note about his teeth. Then he starts toward a seat. The teacher says, "Don't run away. Let me see your teeth." She looks and asks him if it hurts. He nods yes and she talks about an apparatus that J (her son) had in his mouth and about how he had to take an aspirin. B listens and smiles. They talk a little longer.*

The teachers differed somewhat in their use of other persons in the classroom to assist them in coping with distractions and problems (Coping Technique #34--Teacher using other adult/Coping Technique #36--Teacher using students). 3.5 percent of Teacher D's coping techniques involved students helping her solve problems by carrying messages, getting materials and going over to small groups of children to quiet them. This strategy may have, in part, been due to her being on crutches, but was nevertheless consistent with her style of having students share responsibility for classroom behavior. She frequently led students in discussions about consequences which they might impose on themselves. Teacher D's aide and teaching partner also assisted her in coping with distractions (Coping Technique #34). She would send her aide to assist groups that were potentially distracting. In one instance when a reading group become noisy she asked the aide to go outside and assist them in practicing a play.

Teacher Z had the children's tables numbered and encouraged competition for quiet (Coping Technique #12--Teacher complimenting positive behavior). Her children seemed quieter than the other groups in the loft whose teachers raised their voices for quiet. Most of the time Teacher Z carried the responsibility herself for handling distractions. Although she had an aide part of the time, the aide was mainly used to assist in instruction.

A special characteristic of Teacher Z's coping style was her friendly approach--smiling, cheerful, joking. She often complimented children, touched them, reinforced good behavior (Coping Technique #12):

> *A girl comes up and asks her a question which she (Teacher Z) answers briefly, jokes about the old Windchimes group and she comments how well the Windchimes group did with the student teacher. Then she jokes with E .*

The atmosphere she created was one of good will. The children, therefore, worked to please her. Much of Teacher Z's warmth was generated by eye contact, winking, touching and other non-verbal actions: (Coping Technique #21--Teacher using body language).

> *D comes forward and stands in front of Teacher Z. She touches him and he moves to the side.*

One of Teacher D's most common non-verbal coping techniques was ringing a bell for quiet when the noise level went up (Coping Technique #24--Teacher calling attention to inappropriate behavior). While she too was warm and friendly, she did not use body language as a consistent coping technique as indicated above for Teacher Z.

DISTRACTION-COPING LINKAGES

There were several coping techniques which were consistently used by Teachers D and Z to deal with certain kinds of distractions. At times, these two teachers differed from the other teachers in the study (who have younger children). That difference will be pointed out here. Occasionally a coping technique was consistently linked to a specific distraction but without effectiveness. This too will be noted.

The most consistent linkage of a coping technique with a specific distraction was student-interrupted distractions and the direct command

(Distraction #11/Coping Technique #11). For both teachers, this technique eliminated the distraction in a very short amount of time. Moreover, Teachers Z and D used commands more often than did the other teachers in the study--about 10 percent more of the time.

Another distraction-coping linkage evident from the study was Teacher Z's handling of student-interrupted distractions by ignoring them (Coping Technique #25). She did this more than the other teachers in the study, and the technique eliminated the distraction very quickly. When Teacher Z was busy in the reading circle and children came up to her, she would ignore them until she could give them attention:

> *...Then one girl gets up and walks across through the reading group to get to the cupboard. She gets something out of the cupboard by crouching and gets up and starts back. The teacher looks at her but no one seems to be bothered and no one speaks to her.*

Seriously disruptive students (Distraction #13) were not a problem in the open classrooms of Teachers Z and D, but on occasion, when such disruptions occurred, the direct command did not seem to be enough to cope with the situation. The same was true for the other teachers in the study. Teacher D often used other people in the class to help her cope with such problems. Sometimes she used her teaching partner for this purpose (Coping Technique #34); at other times she used students (Coping Technique #36).

> *...Teacher is working with a child at the rug but then she interrupts herself, grabs her crutches and starts to get up, and then decides to speak to teacher number two (teaching partner) and calls out to her and asks her to quiet the group.*

Teacher D consistently dealt with disruptive students with a stern voice and body language (Coping Technique #21) which she might even combine with the direct command (Coping Technique #52). Teacher Z chose to re-direct the

student's attention (Coping Technique #16) or physically removed a student (Coping Technique #23).

The technique of clarifying and reminding students of rules (Coping Technique #13) was used by many of the teachers in the study in response to disruptive students. This technique took a relatively long time and broke the flow of work; and the distraction was not always eliminated. Whereas a linkage existed for the other teachers in the study between this Coping Technique (#13) and Distraction #11, there was none for these teachers of older children (3rd and 4th graders). Teacher D had an individualized program, and perhaps this technique (Coping Technique #13) did not apply to all the children. For Teacher Z it was not characteristic of her style to interrupt the formal flow of the reading for lengthy clarifications.

In cases of students not concentrating on tasks (Distraction #15), for Teacher Z the observers coded twice the number of disruptions as for Teacher D; however, Teacher Z had success with her technique of the direct command (Coping Technique #11) in eliminating this distraction. She often had only to mention a child's name to get him back to task:

> *...B goes over to A 's desk. The teacher says, "R ". He says that he was just getting a paper and dashes over to his seat.*

In Teacher D's individualized program, children seemed to need more than a command when concentration spans ran short. On one occasion, after trying to get P back on task several times with a brief remark, he still was restless:

> *...The teacher calls P 's name again. He comes over to her and asks if he can beat up someone. The teacher offers sympathy but tells him he is going to have to use restraint. He returns to his seat, but stands at it and fidgets...He comes up to the teacher*

and tells her that he wants to work in an isolated place. Teacher D suggests the message center. He walks slowly looking around and swinging his arms. He stops on his way to fiddle with the scissors rack...He continues to wander...

The linkage here seemed to be between the teacher's style and organization and the usefulness of the direct command for disruptiveness; that is, direct command was more useful in the more formally organized classroom to keep children on task.

The above linkage is further validated in looking at Distraction #16--children wandering. When children working at their seats during reading time wandered, or went to other classmates' tables for help or to visit, Teacher Z was usually able to control the distraction with a direct command, which she gave from the reading circle:

...She looks over at B . "R , do you need help?" He is out of his seat, but quickly takes his seat.

The significant difference, however, is the severity of Distraction #16. In the formal class, the wandering was a severe distraction to the formal reading period.

...A gets up and gets an eraser out of the teacher's desk. She and Miss H (the student teacher) argue a bit about it. Miss H says, "You don't need anything." A ignores her and returns to her seat. B takes his book over to S ; they laugh and talk. Then B goes back to his seat and the teacher takes no notice. E gets up and goes over to A 's desk for extra paper. A resists, since he is supposed to pass the papers out later. Miss H gets involved. She tells A to pass out the papers because several children are already done with their reading assignment and have nothing to do.

In the individualized classroom of Teacher D, on the other hand, children could move about without causing distractions. Teacher Z, due to her formal setting, had twice as many instances of wandering children disturbing her.

Problems with classroom environment (Distraction #18) were not distractions to most teachers in the study; however, Teacher Z was often distracted by too much furniture in a small working space, a condition which she had to adjust herself (Coping Technique #27). She had to move chairs to make a reading circle or to enable students to walk between tables:

> *...The teacher is in the rug area arranging chairs for the reading circle. "Be careful," she says to K who is moving her chair very quickly.*

And another time:

> *...Class is in transition as a second reading group slides their chairs back to their tables, and the third group, the last, come forward. There is considerable scuffling of chairs because a group of 14 containing 8 boys, was trying to get organized. The teacher finally moved T 's and A 's chairs over to an empty spot. A punches a girl as he moves to his new seat.*

In the informal set-up of Teacher D's classroom, there was no problem with furniture, and she did not find it necessary to have children move furniture to the rug--avoiding possible environmental disruptions.

INTERVENTION PLANS

After six observations, two inservice meetings were held to determine which distractions occurred most frequently in team members' classrooms.

At the first meeting, the teachers discussed common distractions and successful ways of coping with these distractions.

During the second meeting, the teachers made a profile of their own classes to determine distractions most common in their particular classrooms.

Upon studying their profiles, each teacher decided which distractions they wanted to work to eliminate and the coping techniques they would use to reduce the number of distractions.

Teacher D

Teacher D was concerned about the wanderings of Student P and Student S. She decided to put these students on a contract which would require that they set some direction for their work and accomplishments and would require them to be more accountable for their actions. Teacher D felt that although this would be a time consuming process, the two students did seem to stay on task when they knew that they had set requirements to meet that they themselves were instrumental in developing.

Based on her analysis, Teacher D also noted that the library passes seemed to cause a delay in getting the reading program started. Teacher D decided to make up her own pass and dispense with that used by the school. (The school's pass required information to be filled out which was time consuming and did not allow for a quick transition into reading.) Teacher D's pass was a tag which the students could wear around their necks. The tag contained the pertinent information needed by the librarian and could be quickly handed to the students as they were ready for their library time.

The first attempt at modifying the library pass was not successful and had to be modified further. This allowed very little time to actually test the success of the new strategy. However, Teacher D feels she will continue to use the new library passes rather than those of the school in the future since she found she was able to expedite students' movement with the least amount of distraction and loss of time using these passes. Likewise, the contracts were time consuming but were helpful to those students who were having a difficult time directing themselves. Teacher D will use this method if similar situations arise again.

Teacher Z

Teacher Z's profile showed the most frequent distraction to be: Distraction #15 (students not concentrating on classroom activities) and Distraction #16 (student's physical position or location in the classroom).

To help reduce Distraction #15, Teacher Z chose to use Coping Technique #15 (Teacher using varying patterns or clues to gain student attention or appropriate student action). To carry this out, the teacher used "Good Worker" signs, which were put on the tables when students were working quietly. Tallies were put on the board for each group as good behavior was observed and stickers given at the end of the day to the group with the most points. Teacher Z talked privately with students R and B and it was decided that a chalk star would be placed in the upper corner of the chalk board every time they were involved in a positive situation observed by the teacher. If there were three stars by the end of the day, a certificate of good behavior was sent home by the teacher.

For Distraction #16, Teacher Z chose to use Coping Technique #32 (locating material or arranging classroom environment to reduce/prevent distractions from happening). This was accomplished by rearranging the tables to give more room in the reading area and by adding two new interest centers.

As noted by the observers before the intervention:

> *Fourteen are gathered in a tight circle around her, but the circle is very large and extends out into the table area.*

Then the observers noted after intervention on visit #7:

> *The room seems a bit more spacious; we are not sure why. The reading area seems a little larger.*

On visit #9, the observers noted:

> *The room has been rearranged slightly. R and B , who sit at separate tables instead of at tables with the*

rest of the group, have been moved to another side of the room because the teacher has added two interest centers, one on Haiku poetry and one on inspecting flowers...The tables are at slightly different angels, and there seems to be more room in the rug area...She (Teacher Z) gets up; picks up a piece of chalk and puts two tallies on the board; and then sits back down, not interrupting the reading activity. The children at the table are all working quietly and seem to be attentive...The teacher has put some signs on the desks rewarding the children for hard work.

Teacher Z felt the coping techniques she used to help reduce Distraction #15 were most successful. When a profile was again made after the last three observations, this distraction was cut nearly in half. Because of the success of these techniques, she will use them again in the future.

Moving the furniture to make more room at the reading area was helpful in giving the students easier accessibility to the area. But it caused the students' tables to be closer together, which made it easier for students to talk with those around them.

TEACHER D'S INSIGHTS

Teacher D had mixed emotions as she read through the narrative descriptions kept by the ethnographers. There was a certain reassurance that much of what she wanted to achieve in regard to room environment and classroom atmosphere was indeed happening. On the other hand, there were records of Teacher D saying or doing something involving a student and she would cringe with the wording, "Did I really do/or say that?"

The computerized data were interesting. Teacher D found that in comparing the quantitative data with the descriptive narratives, she disagreed, at times, with the classification of coping technique as interpreted by the coder. Teacher D noted some interruptions were taking more time than she had realized, particularly the library passes. She also was not aware of how distracting the in-and-out of the students to the library had been to her personally.

As a result of the feedback received from the study, Teacher D has become aware of distractions in the classroom. In addition to the changes she made during the intervention (see earlier discussion), Teacher D has tried to see that phone calls into the room are more carefully screened and is no longer ready to accept them if she feels that the conversation will throw the students off task. Teacher D also is making more of an effort to group visitors together in order to limit the distractions of outsiders to the classroom. Since Teacher D serves as a consultant and is responsible for giving demonstration lessons in the classroom, some of these distractions come as a result of her outside activities and do serve a useful purpose to the larger educational community.

As noted in the previous discussion, a meeting was held in which the teachers went through the data collected over the first six observations. The meeting was attended by all except those collecting the data. Teacher D felt that it would have been beneficial if the data collectors had been present at that meeting. There were questions about the classification of distractions and coping techniques that could have been clarified at that time. Teacher D felt she needed more training and direction in the area of data analysis as it related to preparation of this case study. Since the team members faced different schedules during the summer months, some only working on the project a limited amount of time, it would have been beneficial to have had a joint meeting where all teachers could have received the needed training.*

Teacher D was the only teacher from her site involved in the study. This, combined with the distance of School E from the other school and the Education Center, made communication and involvement difficult. Teacher D feels that, if another IR&DT team were to be formed, there should be an effort to insure that the schools are more closely located so that equal involvement at each site would be possible and that each site would have at least two teachers participating. Interaction between those involved in the study seems to not only enhance the study itself, but has a positive effect on the participants. It also seemed to Teacher D that at the site where three teachers participated, they were more successful in generating general staff interest whereas Teacher D found this difficult to do.

The interaction of the participants during the team meetings was very rewarding to Teacher D. These meetings not only provided insight into different teaching situations such as economic differences, problems faced

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* Editor's note; Several such meetings were, in fact, held. However, due to prior commitments, Teacher D was unable to participate.

by other teachers, etc., but were also a stimulating force which helped to maintain a high degree of interest and enthusiasm among the members involved.

From Teacher D's perspective a concern that, in her opinion, all participants had was the effect the observers would have on their teaching situations. Teacher D was used to having observers in her classroom but to have every word, move, and expression recorded was a new experience. She soon felt at ease with the situation and continued working with her class as usual. The students also were curious about the lapel microphone that Teacher D wore during the observations but that, too, was quickly taken for granted.

The main problem for Teacher D was scheduling the observers into the classroom when the situation was "typical." There were prior commitments to demonstration lessons that had to be changed in order to accommodate the observations. Since it was felt that there needed to be a consistency in day, time, and environmental conditions to make the study reliable, as many added variables (e.g., a demonstration lesson) as possible were eliminated.

In general, participation in IR&DT was a personal growth period for Teacher D. She found that the study was much more involved and time consuming than was initially perceived, in particular the time needed for writing the case study. She found that she was a not too artful juggler, trying to finish the report as well as keep all her other responsibilities going. Sometimes it was necessary to drop a ball until time permitted her to pick it up again.

APPENDIX A

Distraction Classification System

DISTRACTIONS TO CLASSROOM INSTRUCTION

REGULARLY OCCURRING			IRREGULAR OCCURRING
STUDENT GENERATED	SCHOOL GENERATED	OUT-OF-SCHOOL GENERATED	WITHIN CLASSROOM
11. Students verbally interrupting the teacher	21. Sensory distractions	31. Pre-announced visitors	41. Unexpected visitors
12. Student seeking clarification	22. Student movement due to out-of-classroom activities/programs	32. Special project-related activities (testing, recordkeeping)	42. Communications to the teacher
13. Student-student interactions which are disruptive	23. Clarification of instruction needed by others (non-students)	39. Other	43. Unexpected arrival or departure of students
14. General student noise	24. School management-related activities		44. Misc. student problems
15. Students not concentrating on classroom activities (not on task)	25. Teacher creates distraction		49. Other
16. Student's physical position or location	29. Other		**OUT-OF-CLASSROOM**
17. Student intentionally attempting to disrupt instruction or challenge rules			51. Upset parent visit
18. Physical disorders to the classroom environment or to students			52. Last moment activities (field trip, assembly, etc.)
19. Other			53. Speakers
			54. School photographs
			55. Student elections
			59. Other

DISTRACTIONS

REGULAR OCCURRING DISTRACTIONS

STUDENT GENERATED

11. *Student verbally interrupting the teacher*

    Students seeking approval
    Students telling of other students bothering them
    Students poking or touching teacher
    Misc. student questions (restroom, feeling ill, etc.)

12. *Student seeking clarification of task*

    Student asking teacher "how to do it"
    Raising and waving hands seeking help

13. *Student - student interactions which are disruptive*

    Student disagreements
    Unorderly sharing (lack of respect for other students while they are trying to share)
    Student discussions which are not related to the instructional task
    Students pushing, shoving, hitting, etc. each other

14. *General student noise*

15. *Students not concentrating on classroom activities (not on task)*

    Students not listening or following instructions (having to repeat instructions)
    Students do not have materials (which they should have -- e.g., pencil)
    General student foolishness and clowning around
    Students playfully running, crawling

16. *Student's physical position or location*

    Wandering students (wasting time)
    Student posture/seating
    Wiggling

17. *Student <u>intentionally</u> attempting to disrupt instruction*

    Student repeating instructions (disobediently -- seeking peer recognition)
    Students attempting to redirect class activities (move the teacher off the subject)

18. *Physical disorders to the classroom environment (e.g., spilt paint, student dragging earphones) or to students (e.g., wet pants, emotional tears, etc.*

19. *Other*

SCHOOL GENERATED

21. *Sensory distraction*

Bells
Fire drills
Gardening activities (noise and visual distractions)
Visual distractions of students or others passing by the classroom windows

22. *Student movement due to out-of-classroom activities/programs*

Media center and library visits
Pullout programs

23. *Clarification of instructions needed by others (non-student)*

Aides/parent volunteers seeking additional instructions or clarification
Teacher giving instructions to aide or parent (teacher initiated)

24. *School management-related activities*

Attendance folders
Assemblies
Preparation for open house

25. *Teacher creates distraction*

29. *Other*

OUT-OF-SCHOOL GENERATED

31. *Pre-announced visitors*

Parent visits
V.I.P visits (announced)

32. *Special project related activities (testing, recordkeeping)*

Recordkeeping for special funded projects
Special project testing

39. *Other*

IRREGULAR OCCURRING DISTRACTIONS

WITHIN CLASSROOM

41. *Unexpected visitors*

    Nurse visits and clinical testing
    Custodian delivery and pickup
    Principal visitation
    Important visitors (unannounced)

42. *Communication to the teacher*

    Notes and messages from other staff members
    Announcement of emergency meeting after school
    Requests (from principal or staff) for teacher to participate in an after school presentation (or a special presentation to a group)

43. *Unexpected arrival or departure of students*

    Family emergency (teacher or student)
    Receiving new students

44. *Misc. student problems*

    Students losing lunch tickets or money (or lunch)
    Inquiry to student on playground
    Sudden student illness (in class or playground)

49. *Other*

OUT-OF-CLASSROOM

51. *Upset parent*

52. *Last moment field trip*

53. *Speakers*

54. *Photographs*

55. *Student elections*

56. *Other*

57

APPENDIX B

Coping Technique Classification System

COPING TECHNIQUES

ONGOING TEACHER ACTIONS		PREVENTATIVE AND/OR PREPLANNED
VERBAL	NONVERBAL	
11. Teacher giving direct command or instruction (telling)	21. Teacher using body language, gestures and/or facial expressions	31. Reminding students of rules to prevent distractions from happening
12. Teacher complimenting positive behaviors or actions -- as an example of acceptable activities	22. Teacher moving or locating self with the classroom	32. Locating material or arranging classroom environment to reduce/prevent distractions from happening
13. Teacher clarifying or reminding students of rules (How it should be)	23. Teacher physically redirecting students' attention	33. Teacher using positive reinforcement techniques to encourage future appropriate behavior/actions
14. Teacher soliciting students to a behavior change by using varying voice techniques	24. Teacher calling attention to inappropriate behavior (signs, bells, etc.)	34. Teacher using other adults in the classroom to cope with or to prevent distractions
15. Teacher using varying patterns or clues to gain student attention	25. Teacher ignoring distraction (after exhibiting awareness of the distraction)	35. Class discussion of events which are yet to occur or of non-functional events which were disrupted
16. Teacher directing student to another person or location	26. Teacher showing how a task is supposed to be done	36. Teacher using students to help resolve distractions
17. Teacher putting distraction on hold	27. Teacher physically resolves distraction ("fixes it")	39. Other
18. Teacher telling how a task can be accomplished	29. Other	
19. Other		

COPING TECHNIQUES

ONGOING TEACHER ACTIONS

VERBAL

11. *Teacher giving direct command or instruction (telling)*

    Redirecting student's attention by calling his name or catching his attention
    Direct commands
    Calling for class attention (e.g., "all eyes up")
    Calling on an inattentive student

12. *Teacher complimenting positive behaviors or actions -- as an example of acceptable activities*

    Complimentary techniques (e.g., "Look how nice row 2 is ...")

13. *Teacher clarifying or reminding students of rules (how it should be)*

    Questioning technique (e.g., "Children, why am I not answering Johnny?"
    Making judgement of "what is fair" (clarifying existing classroom rules)
    Directing the students to raise their hands (if they wish to share or have a question)
    Reminding students of "rules"
    Threats (e.g., "If you don't ___, I will ___")

14. *Teacher soliciting behavior change by using varying voice techniques*

    Voice inflection (e.g., loud/soft, harsh/gentle)
    Hesitating or stopping in a sentence (or in the middle of a sentence) until students attention is regained -- [could be called a nonverbal technique]

15. *Teacher using varying patterns or clues to gain student attention*

    Verbal clues of teacher's mood or health (e.g., "Today I'm in a grouchy mood", "I've got a cold today")
    Requesting students to use a "calming technique" (e.g., "Take a slow deep breath", "Put your heads down")
    Motivating into appropriate actions ("Get to the rug by the time the song is over")
    Counting to bring the class to order (e.g., "I'm counting, 1,2,3, ...")
    Kidding - joking techniques (e.g., mimicking a whinning child)
    Reading to group (e.g., after recess to calm-down)
    Dismissal techniques (to lunch, recess, home)
    Management songs

16. *Teacher directing student to another person or location (verbal)*

    Sending student out of classroom
    Dismissal techniques (to lunch, recess, home)
    Directing the student to another person (e.g., "go to the principal")
    Directing the student to sit at another location (e.g., go sit in the corner")

17. *Teacher putting the distraction on "hold" (e.g., "Ill be there in a second")*

18. *Teacher telling how a task can be done (clarifying it)*

19. *Other*

NONVERBAL

21. *Teacher using body language, gestures and/or facial expressions*

    Facial reactions
    Descriptive gestures
    Eye contact
    Gestures
    Signals - hand motions (e.g., "zipper lips")

22. *Teacher moving or locating self within the classroom*

    Location of teacher (e.g., standing back, physically separate)
    Teacher moving around the classroom ("making rounds")
    - during large group instruction
    - during transition periods
    Position of teacher's body (back to wall, eyes toward class)

23. *Teacher physically redirecting students' attention*

    Touching of students
    Redefine students' attention by removing objects

24. *Teacher calling attention to inappropriate behavior*

    Writing student names on board
    Turning lights off
    Ringing bells or other attention getters
    Pausing or waiting techniques
    Signs (e.g., Lucy sign "It's too noisy in here")

25. *Teacher ignoring distraction (after exhibiting awareness of the existence of the distraction)*

26. *Teacher showing how a task is supposed to be accomplished*

27. *Teacher physically resolves distraction (e.g., fixes it, does it herself, goes and gets the materials)*

29. *Other*

PREVENTATIVE AND/OR PREPLANNED

31. *Reminding students of rules to prevent distractions from happening*

Various rule setting experiences (formal and informal)
Designating "off-limits areas"
Signs or indicators of activities (e.g., potty "Stop-Go" sign)
Use of classroom codes (e.g., "Hands-up for silence")
Limiting visitation times (of parents or outside visitors)
Rule of putting heads down
Permissive understandings (e.g., "You can get a drink of water if I'm not . . .") and/or Restrictive understandings (e.g., "You do not bother me when I am on the rug")
Selected bathroom and drink rules (e.g., "No visits to bathroom or drink for the first half-hour after lunch or recess")
Direct the kids to raise their hands (if they need help or wish to show something)
Sitting policies ("Bottoms on the rug" - don't get up on your knees, don't tilt chairs back)
Practice of rules of potential disruptive situations
- "Line-up" practice
- Fire drill
- "Coming to the rug"
- How you go to your chair?
- Going to office
- etc.

Communicate rules of things to not bring to school (e.g., frogs)
Communicate the acceptance of "body language" or gestures (between students) as means of inter-student communications -- to reduce room noise
Clarification of teacher and/or student "space"

32. *Locating materials or arranging classroom environment to reduce/prevent distractions from happening*

Assignment of seats or small group areas
Location (selection of) of teacher during small group activities (e.g., classroom teacher is centrally located during small group activities)
Pull curtains or cover windows with objects to minimize "outside distractions"
Location of materials and supplies (e.g., "Keep the -- in the rack and . . .")
Avoidance of materials/equipment which may cause activity which may be distracting
Use of charts, visual displays and schedules which indicate what students are supposed to do
Making sure that the work and materials provided to students are appropriate for students' interest and abilities (so they don't finish too early or are "frustrated" by overly difficult tasks)
Permit meaningful "extra activities" if/when students finish their required work

33. *Teacher using positive reinforcement techniques to encourage future appropriate behavior/actions*

Good citizenship awards for good behavior
Communication with parents (phone, notes, conferences) of acceptable and expected behavior

34. *Teacher using other adults in the classroom to cope with or prevent distractions*

Use aides to:
- Check students' work and correct problems
- Circulate to be sure students are on task
- Maintain records
- Filter "lower level" classroom/out-of-classroom distractions
- Working with individuals who are having learning problems
- Playground supervision
- Lunchtime supervision
- Communicate standards and rules to substitutes

35. *Class discussion of events which are yet to occur or of non-functional events which were disrupted*

Helping students anticipate what is going to happen (e.g., "Now when we go on the field trip, when we get on the bus . . .")
Asking a class to evaluate a non-functional experience (e.g., "Class, why do you think the classroom burned down today?")

39. *Other*

APPENDIX C

Teacher Daily Response Form

TEACHER DAILY RESPONSE FORM

During your tape summary of your reading period for today, please respond to the questions below (in the order they are asked). Feel free to include additional factors and conditions which may be of assistance in clarifying the context of your reading instruction today. Please focus your remarks to the time interval when reading instruction was occurring.

1. General assessment of today's instructional experience (e.g. today everything went well because...) were you satisfied with how much of your plans you accomplished and why?

2. Description of classroom environmental conditions which may have affected reading instruction and/or distractions (e.g. weather, special events, etc.)

3. Today what was your most successful distraction/coping technique and why. (During reading)

4. Today what was your least successful distraction/coping technique and why. (During reading)

5. Were there any changes in your coping techniques today? Why?

6. Comment on your mood and physical condition for today.

7. Estimate how much time (in minutes) of your reading instruction was lost today due to distractions.

8. Look down the list of names of the students in your class. Comment on any event, which occurred outside the reading period, which might effect future reading instruction (e.g., teacher reminded student that field trip participation depended on good behavior).

9. Other comments.

APPENDIX D

Quantitative Checklist

QUANTITATIVE CHECKLIST

EVENT	TIME	GROUP	DISTRACTION	CODE	COPING TECHNIQUE	CODE	TIME OFF TASK: <5	<10	<20	<40	>40	FLOW OF INST.: 1	2	3	4	5	ELIM. OF DIS.: 1	2	3	COMMENTS

Time off task: Duration of the Distraction — (in seconds) the time the teacher is taken off her intended task.

Flow of Inst.: 1 No apparent break in the instructional flow (distraction ignored) 2 Distraction mainly to the teacher: doesn't bother the students 3 Minor distraction to both teacher and most students in the group 4 Instruction disrupted but teacher brings the group back to task 5 Instruction completely disrupted: very difficult to get the group back to task

Elim. of Dis.: 1 Apparent elimination of distraction 2 Distraction continues at a reduced (acceptable) level 3 Distraction continues and the teacher uses another technique

APPENDIX E

Sample of Ethnographic Notes

Teacher D

Teacher Number: D
Student Number:
Date of Observation:
Researcher Number:
Protocol Number: Visit #4

T. 9:30 a.m.

Children are finishing a handwriting assignment. 22 children are seated on the rug around the teacher who sits in from of them on a chair with her leg up on another chair.

N.L. up a little

There is no aide in the room and teacher #2 is working with the rest of the individual children who are seated about the

T. 1'

room at tables. The teacher is calling up children in turn to see their work. After they show her their notebooks they then return to their tables. About four children are wandering about the room. The teacher says, "Connie, I am hearing

N.L. goes down

your voice," The teacher looks over at a girl on the rug, frowns, and says, "Tammy." Patrick who is not with the rug group gets up from his chair and comes over with some paper. He stands and waits until the teacher is finished talking with the girl and then says, "I can't work with James." He has been taking a test with someone. The teacher asks him why and he says he doesn't know, and she tells him he must try. Then she asks him if he needs an option for today. He frowns at her and stomps to his chair and slumps

T. 3'

down in it. Teacher picks up her bell and rings it and raises her voice saying,"I have rung the bell, freeze. That's twice I've stopped the class. It's too noisy. I'm about to ask Lab people to put their materials up and go back

N.L. goes down

to their seats. I can't work with the people up here." Patrick is slouching in his seat at the table with a pouting face. He puts his head on his hand. Teacher speaks to two children on the rug, "David and Tammy, you are part of my problem, maybe you had better move." They picked up their materials and move over behind the piano into the lab area.

T. 5'

Teacher working with a child at the rug but then she interrupts herself, grabs her crutches and starts to get up and then decides to speak to teacher #2 and calls out ot her and asks her to quiet the group behind the piano because they are too loud and suggests that perhaps they need to change their activity. Mary lou, teacher #2 goes over to the Lab area. We cannot see what she does. Patrick stretches, gets

T. 7 ' N.L. down

up and goes over to the Lab area also.

T. 8'

Teacher raises her voice, "Everyone in the lab area put up your materials and take your seats. That's it." She seems angry with them. Patrick is back at his seat working with teacher #2. Teacher calls out, "Jane" to a girl in the Lab area and keeps looking over at her. The children in the Lab area start to move slowly. Some are chatting as they go back to their tables. Patrick sits back from his table and stretches and looks around. We hear the teacher complimenting

neral N.L. low

Donna's handwriting as she raises her voice a little. About 7 children are out of their seats walking about. Teacher #2 is circulating. Patrick gets up and goes over to her in the

T. 14 '

Lab area. Teacher looks over at teacher #2 in the Lab area and says,"Mary lou, are you ready for reading," then she picks up her bell and rings it, telling people to get ready for reading time and the class is in transition. Six people come up and gather around her for library passes. She in-

N.L. up

T. 18 '

structs someone to raise the map. The group around the teacher gets even larger. There are still 4 children there and they leave together for the library. Then she raises

Teacher Number:
Student Number:
Date of Observation:
Researcher Number:
Protocol Number:

her voice, picks up her bell and rings it, "You are not in
reading. Patrick I need to see a book out. Steven, I belie
you belong over here." She asks another boy about his bei
out of place. He is to stay in that place today, she says.
Kyle is standing by her chair and two of them are talking
about plans for a play because the aide is not in today. an
She decides she will call up his reading group and they wi
have a discussion. So she calls up the interaction group
and 12 people gather quickly around her. The transition
period is over and Kyle begins speaking to them about putt
T. 20' on a play. Patrick is fooling with his chair and falls.
T. 21 ' The group in the front of the room are busy making plans t
do the play and we can hear the teacher's voice over the
T. 24' entire room talking about these plans. The door slams an
a girl enters and strides across the room. Mary lou, who is
wroking at one of the tables turns around and quiets Ron
and Adam who are talking about the play at that table, and
they draw her into a discussion of the play. Three girls,
Terese, Kim and Cindy walk over to join them and the teach
T. 26' sends them back to their seats. Phone bell rings. Teacher
has a very brief conversation and then turns back to Kyle
to talk some more about the play. Several children sit in
groups around the rug talking about the play and reading i
T. 28 ' over. Patrick brings up the World Records book and tells t
teacher about the smallest bike in the world. They discuss
it and Jane joins in. Patrick smiles and doesn't seem to
want to leave and sits down at the teacher's feet reading.
and he begins to talk to her about an amphibious car, tryin
for her attention and the attention of others. She contin
to talk to another student. Patrick stands up and says, "I
thought you would be interested, I can see you're not." Sh
protests. Four children are now at her feet giggling abou
T. 30 ' the play. Patrick tries once again to get her attention an
then leaves slowly, his nose in his book. I take a break.
T. 35 ' Patrick and teacher talking up in front about another worl
record. Two girls come back from the library. We hear the
N.L. low sound of the door slam. Teacher looks up. Door slams agai
and four children come in. Then a man enters, walks over a
speaks with the observer Margaret and then goes over to th
teacher. The teacher immediately picks up the bell and rin
it and raises her voice saying, "You need to remember that
N.L. goes down this is still reading." She gets up on her crutches and
walks to Gina's desk with the man following. They smile an
chat. Gina goes over and gets her coat and the man turns
and walks out the door, Gina soon follows. The teacher sta
T. 37' by Gina's desk on her crutches. She raises her voice, "Ta
I'd like to see you in your seat reading." She then leans
on her crutches and watches the girl and then reminds her
again, "Tara, now." and raises her voice. Then she goes ov
N.L. low T. 41 ' to her file and works. She begins to circulate slowly thr
the class on her crutches. She chats with teacher #2. She
goes behind the piano and speaks with the children who are
playing a game, telling them are too many playing "Mouse ca
fun." There is an argument about how they will reorganize.
Then she tells them to decide for themselves or she will

Teacher Number:
Student Number:
Date of Observation:
Researcher Number:
Protocol Number:

T. 44 '

decide for them. As she walks back to her chair, a boy stops her and asks her where to find something, then she reminds Connie and Christina to get back on task and gives them sober looks. She then turns, goes back to the lab area to check. She turns back and walks to Kyle's seat and chats with him a moment. Then she looks over at some other people at another table and quickly calls their names,"Andy, Robert." Then she looks at Craig and says, "Craig, that's not reading." Then she speaks in general, "I am spending half my time reminding people what they are supposed to be doing." She had

T. 46 '

an annoyed sound in her voice. She sits down and picks up her bell and rings it again, calls everyone to the rug and tells them to put their reading up and to gather quickly. They do. She turns to Caroline and asks her to please clean up the interaction kit and asks for someone to help her. She reminds Sandy, Patrick and Charley to hurry. A girl comes forward and asks her about sharing and she shakes her head no.

T. 48 '

Everyone is gathered and this transition is over. She calls out Charley's name again and Adam's name. She raises her voice, and says, "If I asked you to evaluate your work habits this morning, how would you do it? How many were working at their fullest capacity?" Some hands are raised. "How many of you need improvement?" More hands are raised. "Was the noise level higher than usual?" Children agree. Then she comments that she is glad that other people see what she has seen today. ~~More noise~~. Then she says that the class is off to a bad start and they need to stop and regroup and try again. She looks over at Mike and says, "Mike, you are not with me." She explains that they are going to go into some different activities today. Then she moves Billy for squirming. She tells them that she is worried. She explains divergent production to them and tells them that they will be working in their orange folders. They will be observed today by an expert from Wyoming and so she has changed their schedule and takes some time to explain it. She says, very pointedly, "I expect you to be on task." Then she says if she has to remind them, ~~that~~ she will make their decisions for them and she will tell them what to do. She calls Troy's name, then she calls Adam's name and asks him to repeat what she just said, and he does. She calls out Patrick's name. Then she asks for volunteers to stay in class during recess and help tidy

T. 54 '

up and organize for SOI. She calls about 10 names out. She excuses the children by news teams to go to recess and then she gives some instructions to her volunteers and then turns and excuses the rest of the class.

APPENDIX F

Sample of Ethnographic Notes

Teacher Z

Teacher Number: Z
Student Number:
Date of Observation:
Researcher Number:
Protocol Number:

Visit #4

T. 9:00 a.m.

The loft is a bit different today because there is a substitute in one of the classes, a Miss ~~Centerfit~~, and Miss Marshall has a student teacher today who will be referred to in this report as Houston. The children are doing a handwriting task. They are all sitting at their octagonal tables. Both the teacher and her student teacher are circulating. The other teacher on the other side of the loft raises her voice and comments that she found a lunch for herself, in rather sarcastic tones. Carol turns and says, also in a loud voice, "I wish someone had brought me one."

T. 1 '

She smiles. She stops circulating, stands still and announces "Alright, boys and girls, I hate to interrupt you but it is time to start reading" and then she gives directions to each of the reading groups. There is some general disappointment registered, and she reassures the children that they can finish their handwriting later, commenting that it is a tough life. The class is now in transition. A girl comes up and asks her a question which she answers briefly, jokes about the old windchimes group and she comments how well the windchimes group did with the student teacher. Then she jokes with Elizabeth. Then she calls groups in turn to go for their books while she is circulating. She reminds Britt to move faster and she calls a few more names softly. At some children she points and she wiggles her finger at others as reminders. Over at her desk several children are gathered and she walks over and says, "How many are supposed to be up here?" and disperses the group. The general noise level from the other two classes in the loft is high today.

T. 3 '

The teacher stands still and says, "Freeze", two times, and asks the children to "face here." She says, "Good, Cheynne did exactly what I wanted." Then she is ready to give specific directions from those written on the board, and she turns and points to the board. Then she reminds Robert. "Robert I believe you and Colt would like to hear this." Then she instructs Chris to sit down and tells Ashley to read aloud from the words on the board. She asks a few clarifying questions and restates some of the directions for the children. David comes forward and stands in front of her. She touches him and he moves to the side. Different children are asked to read aloud the directions off the board for each group. Then she says, "Windchimes don't blow it with the student teacher. You have a super neat story

T. 5 '

today." The transition period is over and the teacher walks over and joins six children who are seated in chairs in the rug area. Then she asks the question, "Could this story be true?" and there are some interruptions as the children answer quickly. She looks over at the other children in the classroom and speaks to Tom who is busy writing, and makes a gesture with her hands in the form of a book and says, "Read." He immediately gets to his book. Then he turns to Houston and says, "I already read this yesterday." She speaks to him in one sentence, and then she turns to Britt. Meanwhile the teacher gets out a map and the children in the rug area talk about the Mississippi River. Houston is

T. 10 '

circulating. The noise level is still up in the loft but

Teacher Number:
Student Number:
Date of Observation:
Researcher Number:
Protocol Number:

T. 12 ' I do notice that the loud voice of the teacher who is absent cannot be heard today and that seems to make a difference. The teacher says, "What was really interesting in this story And the children raise their hands and answer in turn discussing the Panama Canal. The children all look over to the loft as Miss Berg's voice, the other teacher in the loft, goes up. Tom, who is sitting at his desk, has put his book on his head and he is stretching and yawning. The children are reading limericks at the circle. Houston walks over to Tom . He looks bored. She says to him, "You weren't supposed to do yesterday's work today." She has no eye contact with

T. 13 ' him and seems at a loss. The teacher looks over at Eric and says, "Eric, I think Con has work, and I know you do." They continue to huddle together and talk in soft voices. Houston walks over to them. After Houston wanders away Con raises his hand for Houston's attention, and she goes to him.

T. 15' Lori is reading aloud at the circle. The teacher is making notes on a card in her lap. Then Elizabeth reads. The teacher glances at her manual and makes more notes on small 3x5 cards calling on the girls in turn. The noise level is still up in the loft. We can barely hear the girls'voices reading in the reading group. The children name the page they will be reading from and the other children turn to that page and follow up. Houston is circulating. She does not communicate. She seems to be wandering with her hands folded in front of her. She does ask Andy if he is finished Children in the reading group get out their workbooks. The teacher says, "I know that Andy is ready. I'm checking you out, Lori." They put their notebooks on their laps and begin answering their question. David corrects Kristin . The teacher says, "It's between me and Kristin." The noise level in the loft is still up, and we hear critical comments from the substitute which is especially distracting to me but doesn't seem to bother the teacher or the children in this

T. 21 ' class. Tom puts his head on his hand. Scott and another boy are talking nearby. Houston walks over but they ignore her. The teacher scans the room while answering the ques-

T. 24 ' tions in the notebooks. Con and Eric wave their arms at Houston and she looks up and goes over to them. Steven gets up out of his seat and comes over to me, to my seat, and reaches behind me trying to get into a desk drawer. The teacher looks over and says, "Steven did you finish windchimes?" He says yes and returns to his seat. Britt walks over and takes the bathroom pass and the teacher acknowledge him. The noise level is still up in the loft. The teacher smiles as she asks questions around the group. The noise level is so loud in the loft I can barely hear the teacher

T. 25 ' or the children's responses. The teacher says, "Ready, page 83, everybody look." Then she reads directions aloud for page 83. Con and Eric are still huddled together. Steven gets up and sharpens his pencil and then goes to another cupboard. The teacher is still reading directions aloud. Tom makes a whispering lip noise as he stretches. The children in the reading group go over pronunciation p o-

T. 28 ' blems. Their attention seems to be wandering. The noise leve

Teacher Number:
Student Number:
Date of Observation:
Researcher Number:
Protocol Number:

in the loft is still up. Most children in this class are at
their task. The teacher is asking questions on pronunciatior
By now only one student seems to be looking at her. Lisa
turns to Houston and says she likes her book. They smile.
We hear a crash from one of the other classrooms in the loft
but no one notices. Lisa gets up and goes over to Ashley
and asks her a question. The teacher announces it is time
for the chart work in the reading group and Kristin says in
a loud voice, "Let's get it over with." And the teacher
T. 30 ' responds, "I didn't think it was that bad." I take a break.
T. 34 ' The class is in transition as the first reading group dis-
perses and the second reading group is coming forward. The
teacher is circulating and calling for the new Passports
Group, tapping children urging them to hurry. This is the
large reading group of 14 children. Amy and Ashley have
a kind of tussle or fight and the teacher looks over at
them and says, "What are you doing to that friend of mine?",
Amy answers, "She put me down." Then Erics raises his
voice, "Put her down." The teacher turns to Eric and says,
T. 36 ' "Eric, I think you are being silly." The transition is over,
and all the children are seated in a very large circle
around the teacher. The teacher gives directions and then
urges the children to get ready quickly. She says, "I know
Todd is ready. Britt are you ready?"" Britton that is the
second time I've called your name, do you want a third.?"
He answers, "No." He lowers his head and gets to work.
The noise level is still up in the loft. The children begin
riddles and answering them in turn. The teacher asks for the
title of the story and what type of story it is. The
T. 39 ' children raise their hands and give answers. The noise level
is a little lower in the loft and we hear the teacher's
voice asking questions about the story. She has her manual
on her lap... D..... gets up from his seat and walks
through the reading group, heading for the cupboard. The
teacher stops and mentions the rash she sees on his neck.
Then she sends him to the nurse. He leaves the room. Then
we hear the substitute's voice from the loft. Several child-
ren in this class look up and notice. In the reading group
T. 41 ' many eager hands are up. The children get back to task
except for Elizabeth who is still staring at the substitute
in the loft. Eric names a page he wants to read aloud and
the teacher says, "Eric, I'm sorry not everyone is ready."
Then the children turn to the page. Then she speaks to
Britt. "Britton, If I'm going to have to ask you to get with
it again I'd like you to leave the circle." He puts his chin
in his hand and looks down as Eric reads aloud. As differ-
ent pages are mentioned for the children to turn to, she
urges them on to hurry. "Come on Ashley, Robert get with it."
Ashley and Amy push each other again. The teacher is writing
on her 3x5 cards as people read aloud. She calls Robert's
name, he looks up and says, "Where are we?" She laughs
and says, "Okay, Robert, thank you for telling us you have
T. 45 ' a problem." They change pages again and wait for everyone
to find the page. She calls out the names of people who
are slow. The noise level in theloft is up. She calls on

Teacher Number:
Student Number:
Date of Observation:
Researcher Number:
Protocol Number:

Andy to read. Then she says, "Maybe Britton would like to
read for you." And then says, "I've mentioned your name
too many times today Britton," and gives him a serious loo
Andy begins to read. Then she calls on Britton and he call
out a page number. Eric turns and stretches. The noise
level in the loft is very loud. Elizabeth gets up out of
her seat and goes over to Cheynne's desk showing her some-
thing. The teacher is still making notes as children read
in turn. When Arne is reading she interrupts him and say
"Just a minute," and turns to Eric, saying,"Do you want to
read?" He then has to find his place. He does. And then
T. 50 ' leans on his book and looks around. The noise level in th
loft is still up. Children in the circle get out their
notebooks and they begin correcting answers. We can hear
the substitute's voice which is very loud now in the loft.
Christian is sucking her finger, Cheynne and Elizabeth
are conferring and they go over to Christien's table and
chat briefly. Elizabeth goes to the teacher's desk. The
teacher looks over, "Cheynne do you need help?" Cheynne
immediately goes back to her seat and begins to work.
T. 54 ' Elizabeth walks over to the desk again. Christien is worki
The children are still doing answers in their notebooks.
Miss Houston has left the room with five or six of the
children, a small reading group she is working with. Cheyn
and Elizabeth are talking. Then one girl gets up and walks
across through the reading group to get to the cupboard.
She gets something out of the cupboard by crouching and
gets up and starts back. The teacher looks at her but no
one seems to be bothered and no one speaks to her. The
noise level in the loft is a little bit lower and everyone
is at their task. Then we hear a teacher's voice up in
the loft, and the teacher looks over. They go over pronunc
ation in the reading group, and the teacher reminds the
T. 59 ' children to let each person have a turn. There is a loud
bell for recess. No one moves for a moment. Then they
start to stand up and move, and she names different people
to get ready and return to their seats before she will ex-
cuse them. Miss Houston walks back into the room.